

Inspection report for early years provision

Unique reference number	315556
Inspection date	14/10/2010
Inspector	Vickie Halliwell
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1995. She lives with her adult children aged 19 and 17 years in the Westhoughton area of Bolton, close to shops, parks and public transport links. The ground floor of the childminder's house is used for childminding and toilet facilities are located on the first floor. There is a fully enclosed garden for children's outdoor play.

The childminder is registered to care for a maximum of six children aged under eight years, of whom no more than three may be in the early age group at any one time. She is currently caring for two children in this age group. She also offers care to children aged from five to 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is available to provide care each weekday on a full-time basis. She has a nationally recognised childcare qualification and receives support from the local authority. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well cared for and benefit from warm and loving relationships, which make them feel valued and secure. They are making steady progress in their learning and development because the childminder provides a varied range of activities and experiences, although these tend to be adult led. The childminder promotes relaxed and informal relationships with parents; as a result, information is routinely exchanged on a daily basis. The childminder is a very experienced practitioner, however, her knowledge of the statutory framework is limited, as a result, some specific legal requirements are not being met. Systems to evaluate the effectiveness of the provision are weak, consequently, the childminder has failed to identify weaknesses within the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- update knowledge and understanding of safeguarding procedures and provide details of the safeguarding policy for parents (Safeguarding and promoting children's welfare) 19/11/2010
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 19/11/2010

To further improve the early years provision the registered person should:

- improve the record of risk assessments, so that it includes details of routine checks completed, also include any assessments of risks for outings and trips
- create a stimulating environment that offers a range of activities which children can access independently, also provide greater opportunities for children to take the initiative in their learning
- review and update the procedure for parents to follow in the event of a complaint
- implement an effective process of self-evaluation, to identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. The childminder is aware of possible indicators of abuse and is clear about her duty to report concerns, to protect children from possible harm. A range of written documentation is available for reference, however, this has not been updated for some time. Consequently, the childminder is less secure in her knowledge of some Local Safeguarding Children Board Procedures. Established systems are in place to record existing injuries, however parents are not fully informed about the childminder's safeguarding policy. Appropriate systems are in place to ensure children's safety within the childminder's home and garden. Children are closely supervised, regular risk assessments are documented and appropriate action is taken to minimise risks. However, written records do not fully reflect the routine checks completed by the childminder. Thorough risk assessments are conducted to keep children safe on outings, however, written records lack detail.

The childminder is a very experienced and qualified practitioner, who previously had a sound knowledge of the requirements. However, since the implementation of the Early Years Foundation Stage the childminder has not sufficiently updated her knowledge, as a result some specific legal requirements are not being met. The childminder is, however, committed to the continued improvement of her setting. Since the last inspection, she has developed the outdoor play area to include areas of continual provision and improved records relating to children's learning and development. She routinely reviews records of children's development to ensure children are making progress in all six areas of learning. However, current systems for quality assurance and self-evaluation, in respect of other areas of the provision, are not rigorous enough to maintain the standard previously achieved.

Most required records are satisfactorily maintained, for example, records of attendance and accidents. In respect of medication, a record of all medication administered is accurately recorded, however, prior written permission from parents has not been obtained, which is a specific legal requirement. The childminder has devised a small selection of written policies, including a complaint procedure. However, these have not been reviewed for some time and, in places, are now out of date.

The childminder provides an inclusive service and warmly welcomes all children and their families into her home. Positive images are attractively displayed and the childminder's commitment to equal opportunities is included in the written information parents read. The childminder promotes relaxed and informal relationships with parents and encourages a continual exchange of information at arrival and collection times. Consequently, she is adequately informed about children's individual needs and routines. Records of children's learning and development are routinely shared with parents, although, they are less well informed about other aspects of her provision. The childminder is aware of the benefits of working in partnership with other agencies to ensure children's individual needs are met.

The quality and standards of the early years provision and outcomes for children

The childminder provides warm and loving care, consequently, children are settled and feel secure. They enjoy an affectionate relationship with the childminder who effectively meets their care needs. Children rest and sleep in accordance with individual routines and are adequately nourished. Children have some opportunities to develop healthy eating habits, because the childminder provides healthy snacks such as fruit or raw vegetables and encourages children to drink water. Children have good opportunities to be physically active. They routinely enjoy walks and activities outdoors, which contribute to a healthy lifestyle. Children love exploring the child-centred garden. A good selection of resources are easily accessible and help promote children's learning in all areas. For example; chalks and chalk boards are available to encourage mark making outdoors, a selection of play figure and animals encourage children to play with imagination, and musical instruments are suspended at low level for children to access independently. A selection of tricycles, scooters and sit and ride toys provide opportunities for children to practise and acquire new skills. For example, as they learn how to push themselves forward or manoeuvre around obstacles in their path.

Indoors the childminder has an excellent range of play materials, many of which are attractively presented in a completely child-centred play room. For example, books are easily accessible at low level with the front covers displayed to capture children's interest. Children's art work, posters and positive images adorn the walls to create an intriguing and visually stimulating environment. However, children do not play in this area and have few opportunities to select resources independently or initiate their own play. Children enter the room with the childminder to select an item to play with and return to the childminder's living room. Consequently, children only have access to relatively small selection of play materials at any one time, which sometimes fail to sustain their interest.

Overtime the childminder provides a varied range of activities and experiences that help children make progress in their learning. For example, children explore their local community and have good opportunities to develop their social skills as they attend weekly toddler groups with the childminder. The childminder effectively

supports children developing language skills, routinely introducing new words and asking open ended questions to encourage children to speak. Children enjoy stories and settle quickly when the childminder suggests reading a story, but are not routinely able to select books independently for their own enjoyment.

The childminder is mindful of the children's progress, detailed observations are completed and systems are in place to monitor children's progress towards each of the early learning goals. As a result, the childminder is able to identify priorities for children's learning and provides a wide range of activities and experiences to help them make progress. However, these are largely adult led and there are few opportunities for child-initiated play. Children participate in a varied range of craft and creative activities. However, these are sometimes not developmentally appropriate, are adult directed and tend to focus on the finished product rather than the process. As a result, children under two soon lose interest and gain little from the experience. For example, the childminder provides a selection of pre-cut shapes, children are then encouraged to colour in the fruit, which is already appropriately coloured and stick the shapes in a designated area. Children do not fully understand the activity and are quickly distracted by the glue stick and enjoy unsticking their shapes and tearing the fragile strip of paper.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse (Arrangements for safeguarding children) (Also applies to the voluntary part of the Childcare Register) 19/11/2010
- make copies of the written statement of safeguarding procedures available to parents (Providing information to parents) (Also applies to the voluntary part of the Childcare Register) 19/11/2010
- take action as specified under the Early Years Register section of this report (Safeguarding and promoting children's welfare) 19/11/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory Childcare Register section of this report (Arrangements for safeguarding children, providing information to parents) 19/11/2010
- take action as specified under the Early Years Register section of this report (Safeguarding and promoting children's welfare) 19/11/2010